

## Vermont Department of Education State Board of Education Strategic Plan Implementation Plan – 1<sup>st</sup> Draft

### **MISSION:**

*Provide leadership, support and oversight to ensure that the Vermont public education system enables each student to be successful.*

### **VISION:**

*Every learner completes his or her public education with the knowledge and skills necessary for success in college, continuing education, careers, and citizenship. The public education system provides flexible learning environments rich with 21<sup>st</sup> century tools that promote self-development, academic achievement, and active engagement in learning. It operates within a framework of high expectations for every learner with support from educators, families and the community.*

### **STRATEGIC PLAN GOALS**

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| Goal One   | <b>Educational Leadership:</b> All levels of Vermont's public education system are guided by effective, transformative educational leaders.   |
| Goal Two   | <b>Learning Expectations:</b> Standards and expectations define the knowledge and skills essential for all PreK-12 learners to be successful in the 21 <sup>st</sup> century.   |
| Goal Three | <b>Instructional Practices and Environments:</b> Learning environments and instructional practices support multiple ways of learning, yield deep understanding and application of essential knowledge and skills, and ensure the success of every student.  |
| Goal Four  | <b>PK-16 Partnerships:</b> PK -16 education partnerships facilitate improved student success, by strengthening kindergarten readiness, increasing student engagement and relevance in K-12 education, and improving postsecondary aspiration, continuation and completion rates for all learners. |
| Goal Five  | <b>Policy and Governance:</b> State and local policy and governance facilitate attainment of the educational practices and student outcomes articulated in the Vision statement.  |

1st Draft

## Goal I

Educational Leadership: All levels of Vermont's public education system are guided by effective, transformative educational leaders.

Goal I - Strategy 1:	2010	2011	2012	2013 - 2014
Lead the education transformation effort by engaging appropriate partners in the process of defining and implementing the following: a. Common standards for effective, transformative educational leadership. b. Effective induction/mentoring and supervision and evaluation systems. c. Education leadership preparation and professional development programs aligned with the common standards defined in (a) above.	1) Using the Roots of Success Eight Characteristics of Effective Schools, new InTASC (Interstate New Teachers Assessment and Support Consortium) standards, ISLLC (Interstate School Leaders Licensure Consortium) standards, updated Vermont Framework and related assessments (incorporating Common Core standards), and results from the recent Vermont Teaching and Learning Conditions Survey, work with key stakeholder groups including Vermont Standards Board of Professional Educators (VSBPE) to define key elements of effective educators and indicators of transformative leadership <i>Status – in progress</i>	2) Confer with other states including New England partners on key elements		
		3) Use these elements as a basis for defining a plan to update statewide parameters and provide systemic support for comprehensive induction, mentoring, professional learning and evaluation systems tied to these elements.	4) Based on above changes, revise administrator endorsements and licensure process. 5) Redesign the program approval process based on national and state standards using NCATE (National Council for Accreditation of Teacher Education), Common Core, ISLLC standards as resources	
	6) Engage research partners such as UVM, REL (Regional Education Laboratory), and NECC (New England Comprehensive Center) to gather relevant research to inform our work in this area			

	<p>Potential Targets:</p> <ol style="list-style-type: none"> <li>1) Aligned learning and educator standards focused on closing the achievement gap for learners who live in poverty, with disabilities or are English language learners</li> <li>2) Consistent access to high quality educator and leadership preparation, induction, mentoring, professional learning, and evaluation systems across the state</li> <li>3) Licensure process that supports continuous learning for educators, innovation, and flexible pathways to teaching and leading</li> </ol>
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<b>Goal I – Strategy 2:</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013 - 2014</b>
Engage and collaborate with the legislative and executive branches of state government to support improved learning for all students.		<ol style="list-style-type: none"> <li>1) Articulate overarching education indicators to be measured in assessing progress toward high quality education outcomes for all Vermont learners (e.g. 100% graduation, proficiency targets, college enrollment and completion targets, etc.) See potential targets below.</li> <li>2) Develop and maintain relationships with Governor, Lieutenant Governor and Governor's administration               <ol style="list-style-type: none"> <li>a. Establish annual meeting with the Governor, Lieutenant Governor, Secretary of Administration, Governor's Education Liaison, and Commissioner of Finance and Management to frame and discuss state education policy issues.</li> </ol> </li> </ol>		
		<ol style="list-style-type: none"> <li>3) Develop and maintain relationships with key legislators, including House Speaker, education committee chairs and others through regular meetings, communication of SBE and DOE efforts</li> </ol>		
		<ol style="list-style-type: none"> <li>4) Develop and maintain strong relationships with federal legislative delegation</li> <li>5) Develop and maintain strong and relationships with DOE education partners including the Business Roundtable, State Colleges, University of Vermont (UVM), Vermont School Boards Association (VSBA), Vermont National Educators Association (VTNEA), Vermont Superintendents Association (VSA), Vermont Principals Association (VPA), and Vermont Standards Board of Professional Educators (VSBPE), Agency of Human Services (AHS), Department of Labor, etc.</li> <li>6) SBE establish and communicate annual legislative agenda based on needs as appropriate to implementation of strategic plan goals for improving instruction and learning outcomes in Vermont PK-16 system through:               <ol style="list-style-type: none"> <li>a. Annual legislative breakfast</li> <li>b. Annual roundtable discussion</li> <li>c. Testimony in appropriate legislative hearings</li> <li>d. Proposing legislation and amendments to statute when appropriate</li> </ol> </li> </ol>		
		<ol style="list-style-type: none"> <li>7) DOE establishes and communicates annual legislative agenda based on operational needs as</li> </ol>		

		<p>appropriate to implementation of state and federal regulation and strategic plan goals for improving instruction and learning outcomes in Vermont PK-16 system through:</p> <ul style="list-style-type: none"> <li>a. Developing relations with House and Senate Education Committees, House Speaker</li> <li>b. Collaboration amongst DOE division directors and Deputies to frame coherent agenda</li> <li>c. Testimony in appropriate legislative hearings</li> <li>d. Proposing legislation and amendments to statute when appropriate.</li> </ul>
	<p>Potential Targets:</p> <ul style="list-style-type: none"> <li>1) Create a coherent education agenda for Vermont focused on: <ul style="list-style-type: none"> <li>a. eliminating achievement gaps related to poverty and gender, raising achievement levels for students with disabilities</li> <li>b. raising post secondary aspiration and completion rates for all learners</li> <li>c. reducing juvenile justice and adult prison population</li> <li>d. creating economic viability and reducing poverty rates</li> <li>e. attracting families and businesses to Vermont to reverse declining population trends</li> </ul> </li> <li>2) Equitable access to high quality instruction, 21<sup>st</sup> century learning opportunities, and post secondary preparation</li> <li>3) Increased recognition for Vermont as having high quality education outcomes for all learners and being a highly desirable destination for businesses and families</li> </ul>	

<b>Goal I – Strategy 3:</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013 - 2014</b>
<b>Model transformative and accountable leadership practices.</b>	<p>SBE uses Strategic Plan goals and strategies to frame discussions and decisions. DOE uses Strategic Plan goals and strategies to create and act on an implementation plan that frames priorities for policy development and staffing and service delivery including:</p> <ul style="list-style-type: none"> <li>1) Defining measurable outcomes and regularly evaluating efficacy of methods for achieving goals</li> <li>2) Redefining staffing priorities to support increased focus on: <ul style="list-style-type: none"> <li>a) Creating and attaining high expectations for every one of our learners, not just some</li> <li>b) Purposeful engagement of key partners</li> <li>c) Supporting innovation in education leadership</li> <li>d) Improving communication, collaboration, cooperation, and coordination in all areas</li> </ul> </li> </ul>			
		<ul style="list-style-type: none"> <li>3) Formation of a research agenda that includes routine use of reliable data to inform state and local decision making</li> </ul>		

		<ul style="list-style-type: none"> <li>4) Continuously updating the use of technology and data systems to create efficiencies and propel the goals in 2) a-d above</li> <li>5) Developing and retaining education leaders across the state who ensure implementation of practices that create the conditions to support equitable access to:               <ul style="list-style-type: none"> <li>a) 21st century skill development connected to anticipated need in workforce preparation, college completion, and global participation as an independent adult</li> <li>b) School community cultures, structures and instructional practices demonstrated to be successful in closing known achievement gaps related to poverty, disabilities, and gender while adequately challenging all learners to pursue learning to their highest potential</li> <li>c) Responsible use of research, evidence based practice and technology in applying innovative practices to compel ambitious learning outcomes</li> </ul> </li> </ul>
	<p>Potential Targets:</p> <ul style="list-style-type: none"> <li>1) Repurpose work and improve effectiveness without requiring additional staffing at the DOE</li> <li>2) Improved relations with partners and educators in the field including improved understanding of DOE role</li> <li>3) Continuously improving learner outcomes</li> <li>4) Continuously improving educator effectiveness</li> <li>5) Creating the conditions to support continued innovation and sustain efforts that are effective in achieving desired outcomes</li> </ul>	

**Goal II:**

Learning Expectations: Standards and expectations define the knowledge and skills essential for all PreK-12 learners to be successful in the 21st century.

Goal II – Strategy 1:	2010	2011	2012	2013-2014
Adopt the Common Core State Standards in Mathematics and English Language Arts: K-12 Standards and Career and College - Readiness Standards (CC)	<ol style="list-style-type: none"><li>1) Participate with 48 states in developing and refining the Common Core State Standards</li><li>2) Review Common Core standards for alignment with Vermont grade expectations to ensure implementing Common Core would support continued use of high standards</li><li>3) Participate in assessment consortia development as a governing state to guide the application for federal funding to support the creation of new tools for assessing the new standards</li></ol> <p><i>Status – Complete - State Board adopted Common Core on August 17, 2010, Smarter Balanced Assessment Consortia funded through RTT September 2010</i></p>			

	Potential Targets: 1) Adopt updated standards to provide consistently high standards across state lines 2) Adopt updated standards to include increased focus on college and career readiness 3) Implement related assessments that are more comprehensive than one-time standardized assessments
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<b>Goal II – Strategy 2:</b>	2010	2011	2012	2013 – 2014
Collaborate with AHS and appropriate partners so that standards and expectations for early childhood programs lead to student readiness for kindergarten and K-12 standards.		1) DOE collaborates with AHS as lead in convening key stakeholders to complete a full draft of First Steps, Vermont's early learning standards for infants and toddlers		
		2) A subgroup of the effort above analyzes Vermont Early Learning Standards (VELS) in terms of the K-3 common core standards and Head Start child outcomes, identifying areas for revision a) Analysis will include a survey of current users of VELS to obtain qualitative information on the usefulness, effectiveness and accessibility of the standards to inform desired revisions		
		3) Using public comment periods and engaging practitioners and administrators move to finalize VELS document and update VELS parent handbook		
			4) Ensure effective dissemination and implementation of new standards through the use of technology including web-based,	



			video, and in person training sessions employing a “train the trainers” model to facilitate sustained implementation and support for distribution state-wide
	Potential Targets: 1) First Steps, Vermont's early learning standards for infants and toddlers, is finalized and published. 2) An updated version of the Vermont Early Learning Standards (VELS) that aligns with the common core and state standards for kindergarten through grade 12 is finalized, published and implemented.		

<b>Goal II – Strategy 3:</b>	2010	2011	2012	2013 – 2014
Design and implement a plan for all Vermont schools to transition from the grade expectations assessed by the New England Common Assessment Program (NECAP) to the Common Core State Standards and the comprehensive assessment of those standards.	1) Identify key stakeholders and define roles and responsibilities in meeting the goal			
	2) Convene Common Core (CC) Implementation Committee and Policy Group to advise DOE and facilitate transition from Grade Expectations (GEs) to CC 3) Repurpose the Vermont Professional Development Networks (VPDN) as resource identifiers/developers for CC			
	4) Support SU/Ds to communicate about CC and to plan for implementation: a) Hold five regional meetings in November 2010 b) Establish a wiki as a temporary repository of materials identified or developed by DOE staff, VPDN leaders and others  <i>Status – Items 1-4 a &amp; b are complete.</i>	c) In 2011, establish a community of practice for Common Core on the new DOE communication and collaboration platform (currently Learning Village)		
	5) Share current information about the CC with internal DOE staff and identify connections and collaborative work to support the transition			
	6) Identify a plan for professional development that uses all partners and sources of support most			

	<p>effectively:</p> <p>a) During SY2010-11, DOE with network leaders and implementation committee will identify/develop materials that support the instructional practices and requisite systems necessary to support student attainment of college and career readiness standards</p> <p>b) Using information collected from the Nov 2010 regional meetings and input from Implementation Committee, meet with regional Education Service Agency (ESA) coordinators to develop the focus for professional development in 2011/2012</p>	
	<p>7) SMARTER Balanced Consortium (SBAC) will identify process by which an assessment framework and achievement descriptors will be developed (available late 2011 early 2012)</p>	<p>Upon delivery of the SBAC assessment framework:</p> <p>8) Work with ESAs and other partners to support curriculum alignment to the CC across the state</p> <p>9) Ensure that all SBAC resources for formative and benchmark assessment are available to schools in Vermont</p>
<p>Potential Targets:</p> <p>1) By end of SY2010-11, all SU/Ds:</p> <p>a) Conduct at least one “awareness” opportunity for all relevant educators.</p> <p>b) Have a preliminary implementation plan</p> <p>c) Implement at least one instructional strategy and/or system support from the plan</p> <p>2) By end 2013, all schools implement Common Core College and Career Ready Standards</p> <p>3) By 2014, all schools participate in related assessments through SBAC</p> <p>4) By 2015, all Vermont schools have fully implemented Common Core standards and SMARTER Balanced summative assessment</p>		

Goal II – Strategy 4:	2010	2011	2012	2013 – 2014
Work with national consortia, including the consortium measuring the CC, to provide multiple aligned	SMARTER Balanced Assessment Consortium <ul style="list-style-type: none"> <li>Develop master plan and launch workgroups</li> <li>Develop assessment framework with item specifications</li> <li>Begin development of formative processes, tools and practices</li> </ul>			
	1) Work with a consortium of			

<p>assessment opportunities - formative, benchmark and summative - that support all Vermont learners to make progress and demonstrate proficiency in core academic areas.</p>	<p>states to secure funds that support the development of new assessments to measure student achievement of CC:</p> <ul style="list-style-type: none"> <li>a) Assemble interested states</li> <li>b) Develop a governance structure</li> <li>c) Articulate a theory of action</li> <li>d) Create an assessment design that reflects the theory of action</li> <li>e) Write and submit a grant proposal</li> </ul> <p>2) Upon approval of grant, work with consortium of states to implement the organizational structure outlined in the grant proposal:</p> <ul style="list-style-type: none"> <li>a) Initiate RFP process to locate and contract a project partner that will provide general logistical and organizational function of the consortium</li> <li>b) Interview and employee project leadership including</li> </ul>			
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	<p>project director, program director and policy director</p> <ul style="list-style-type: none"> <li>c) Hold elections for co-chairs</li> <li>d) Hold elections for executive committee</li> <li>e) Identify and recruit a representative of higher education to serve on the executive committee</li> <li>f) Identify and recruit members of the Technical advisory committee</li> <li>g) Develop a communication plan and schedule for meetings and phone conferences</li> </ul> <p><i>Status – Completed</i></p>			
	<p>3) Develop a workgroup structure and recruit representatives from member states:</p> <ul style="list-style-type: none"> <li>a) Determine key areas in the project design that will benefit from conceptualization and planning by a workgroup</li> <li>b) Determine an appropriate structure for workgroups</li> <li>c) Implement a process for consortium members to indicate priorities and nominate work group representatives</li> <li>d) Select workgroup members, honoring member priorities to the extent possible</li> <li>e) Select co-chairs for each workgroup</li> <li>f) Provide each workgroup with a general charge and</li> </ul>			

	workplan		
	g) Develop a schedule for face-to face meetings and phone conferences		
		4) Initiate work on various components of the assessment system: <ul style="list-style-type: none"> <li>a) Develop a working definition for "Career and College Readiness" that will serve as the basis for overall assessment design, articulation of achievement level descriptors, and development of an assessment framework</li> <li>b) Develop an assessment framework that will define what is "assessable" in each of the CC standards</li> <li>c) Using the workgroup structure, develop a series of RFPs for individual components of the project design, or as appropriate, component clusters.</li> <li>d) Using the workgroup structure, review proposals and select individual contractors</li> <li>e) Begin work on the various components of the project design.</li> <li>f) Begin working within individual consortium states to help prepare for transition to the new testing system</li> </ul>	
		g) Plan professional development opportunities related to performance assessments and develop training materials h) Develop and implement a protocol for assessing technological readiness for web-based testing i) Develop materials and presentations to help states orient various constituent groups to the consortium and the project design j) Prepare a set of concept papers covering new and innovative components of the project design (e.g., Computer Adaptive Testing, Formative Assessment Procedures, technology enhanced test items)	
			8) Complete item writing and review activities (summative and interim)

			9) Pilot summative and interim assessments 10) Administer field test of summative assessment Propose preliminary achievement standards (summative) 11) Adopt other policy definitions 12) Administer operational summative assessment 13) Verify and adopt final achievement standards (summative)
	Potential Targets: 1) By end of SY2010-11, the following goals will be met: <ul style="list-style-type: none"> <li>a) Federal funding will be secured and the consortium will be organized and in operation - <i>complete</i></li> <li>b) The consortium governance structure will be in place - <i>complete</i></li> <li>c) will have implemented one instructional strategy and/or system support from the plan</li> <li>d) a workgroup structure will be in place, contracts will be issued and work on project development will begin</li> </ul> 2) By 2015, all Vermont schools will have implemented Common Core standards and SMARTER Balanced summative assessment		

<b>Goal II – Strategy 5:</b>	2010	2011	2012	2013 – 2014
Review and update Vermont School Quality Standards and the graduation requirements included therein, to reflect college and career-readiness standards		1) Redefine School Quality Standards to focus on Education Quality and outcomes rather than inputs. Use Strategic Plan goals and strategies (distilled from Opportunities to Learn and Roots of Success) as a foundation for work. Review current rules and	6) Work with schools to develop transition plans for implementation once revised standards are adopted	

<p>for the 21<sup>st</sup> century, including proficiency-based promotion and graduation, and the integration of early college and technical learning opportunities</p>		<p>statute to identify necessary revisions for consistency and recommend indicated high leverage policy changes to support implementation</p> <ol style="list-style-type: none"> <li>2) Identify specific strategies in the revised standards to compel secondary school transformation efforts consistent with Opportunities to Learn, High Schools on the Move and New England Secondary School Consortium policy and practice goals</li> <li>3) Engage groups with necessary expertise (internally and externally) to draft revised SQS that reflect learner outcomes as a focus, are assessed through multiple methods, and work to compel statewide implementation of strategic plan PK-16 strategies</li> <li>4) Ensure capacity and cost issues are framed in proposed changes, required assessment, and defined consequences</li> <li>5) Propose changes to rule and statute</li> </ol>		
Potential Targets:				

	<ol style="list-style-type: none"> <li>1) Revised draft of SQS available for comment by fall of 2011</li> <li>2) Related changes to rule and statute enacted during 2012 legislative session</li> <li>3) Schools propose plans to transition to new standards during 2012/2013 school year</li> <li>4) All schools fully implement new standards by 2015</li> </ol>
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### Goal III:

**Instructional Practices and Environments:** Learning environments and instructional practices support multiple ways of learning, yield deep understanding and application of essential knowledge and skills, and ensure the success of every student.

Goal III – Strategy 1:	2010	2011	2012	2013 – 2014
Promote and support evidence-based teaching and learning practices that emphasize integrated learning structures, positive school climates and establish high expectations and individualized achievement opportunities for all learners.		<ol style="list-style-type: none"> <li>1) Engage DOE staff in the process of identifying current efforts at the DOE, statewide and nationally that support this goal</li> </ol>		
		<ol style="list-style-type: none"> <li>2) Using available data, state and federal legislative priorities, and input from educators and administrators in the field and in state educator preparation programs, prioritize practices that compel attainment of desired learning outcomes as defined by the goals and strategies in the strategic plan and related statute and specifically focus on closing achievement gaps for Vermont learners who live in poverty, with disabilities, or are English language learners</li> <li>3) Identify funding sources administered by DOE that might be directed more consistently to support these goals</li> <li>4) Communicate priorities across the statewide system of education support</li> <li>5) Implement a more integrated approach to grant approval that provides both the grantee and the reviewers a comprehensive perspective to leveraging funds for the greatest potential</li> </ol>		



		6) Prioritize DOE technical assistance, consultation, and professional learning efforts internally and externally, in ways that support those practices defined above	
		7) Review and revise existing rules, statute, educator standards, and educator prep program standards to reflect the use of highly effective (evidence-based) instructional practices	
			8) Continuously evaluate the effect of priority practices supported and adjust priorities as indicated 9) Ensure the DOE research agenda, statewide data systems, statewide system of support efforts, legislative agenda and priority practices as defined complement one another
Potential Targets: 1) Vermont learners have equitable access to highly effective instructional practices and learning environments 2) DOE staff and external partners have capacity to promote and support the implementation and scale up of a prioritized set of highly effective (evidence-based) practices 3) DOE has established procedures for promoting, supporting, funding and evaluating evidence-based teaching and learning practices			

<b>Goal III – Strategy 2:</b>	2010	2011	2012	2013 – 2014
Implement student information systems that facilitate the regular and continuous use of data to inform school, district, supervisory union and state decision-making as well as instructional practice at a classroom and individual level.	1) Implement plan for DOE internal Research and Data Council as proposed a) Define a research and data analysis agenda b) Develop a plan to update and streamline technical assistance, tools, and data collection systems and resources currently used in field reporting and in training and technical assistance provided by DOE staff including: i) Contracting with vendor to implement enhanced Instructional Resource and Collaboration Site (IRCS). Site will provide educators with environment where they can collaborate to design			

	<p>and rate instructional materials, lesson plans, assessment items, etc. while aligning these items to state and national standards. Contract work slated to begin early 2011</p> <ul style="list-style-type: none"> <li>ii) Upgrading Education Data Warehouse (EDW) to include DASH module. DASH module is “dash-boarding” feature that will allow teachers and administrators to easily interpret data that exists in state and local data warehouses. Estimated completion: Fall 2011</li> <li>iii) Design and develop new reports through Department’s ad-hoc reporting tool “The Reportal”</li> <li>iv) Continue to explore options for expanding longitudinal data collection elements to support analysis of student success from Pre-K to graduation to post secondary pursuits</li> <li>v) Support and promote the use of local data systems designed to improve instruction and create positive learner outcomes by providing educators and administrators access to relevant data on a real-time basis</li> </ul>		
		<ul style="list-style-type: none"> <li>2) Continue to pursue funding opportunities for a comprehensive Longitudinal Data System (LDS). Ideally this will include ways to automate the transfer of data from schools to a state-level student information system and to an extended and enhanced Education Data Warehouse</li> <li>3) Extend and leverage existing tools including the IRCS, EDW and Reportal</li> <li>4) As part of the development of a statewide system of support DOE staff identify and address barriers to promoting effective use of data to inform decision making in:               <ul style="list-style-type: none"> <li>a) Providing information</li> <li>b) Setting standards</li> <li>c) Distributing resources</li> <li>d) Monitoring compliance</li> </ul> </li> </ul>	

		e) Assisting with improvement f) Intervening to correct deficiencies	
	Potential Targets: 1) DOE staff and Vermont educators have a common understanding of data informed decision making and its relationship to the continuous improvement of instructional practice as well as its place in a statewide system of support for educational effectiveness 2) Data will be used effectively in assessing progress toward state education goals and legislative targets		

Goal III – Strategy 3:	2010	2011	2012	2013 – 2014
Work with the Vermont Standards Board for Professional Educators (VSBPE) and pre-service (including institutions of higher education) and in-service providers (including education service agencies) to ensure teachers are prepared to use evidence-based teaching and learning practices.		<div><div>1) Using the results from Goal 3 – Strategy 1 on identifying and using highly effective (evidence based) practices, work with the Vermont Standards Board of Professional Educators, Vermont educator preparation programs, state institutions of higher education, state education services agencies, VTNEA, VPA, VSA, and VSBA to review existing educator, administrator, program, licensure and school standards and where indicated, update to reflect the promotion of currently known highly effective instructional and organizational practices</div><div>2) In the above revisions, incorporate changes that create the conditions to support the implementation of future innovations tied to new learning about what works best in 21<sup>st</sup> century learning communities</div><div>3) Continue to develop statewide system of support to ensure that Vermont educators have access to professional learning, mentoring, coaching, and evaluation in implementing highly effective instructional practices.</div><div>4) Continually evaluate the efficacy of methods used and update practices as new evidence and priorities arise</div></div>		
	Potential Targets:			

<b>Goal III – Strategy 4:</b>	2010	2011	2012	2013 – 2014
Focus efforts on building effective educational support teams in schools to implement positively	1) Incorporate key elements of effective educational support systems in school support improvement efforts, statewide system of support development efforts, educator preparation programs – pre-service and in-service, revised school quality standards, and future research agendas 2) Define, articulate and communicate with the field, best practices and key elements of models for effective school-wide support systems and educational support teams			

focused, proactive models for providing highly functioning support systems for students at all levels.	3) Address the provision of supports for the development of highly effective educational support teams in the plan for improving the statewide system of support for educational effectiveness 4) Continue to support the implementation of: <ul style="list-style-type: none"> <li>a) Evidence based practices known to promote positively focused, proactive support systems for students at all levels such as: <ul style="list-style-type: none"> <li>i) Positive Behavioral Interventions and Supports</li> <li>ii) Responsive Classroom</li> <li>iii) Life Space Crisis Intervention</li> <li>iv) Response to Intervention models for instructional support</li> <li>v) 21<sup>st</sup> Century after school programs</li> </ul> </li> <li>b) Student engagement systems such as: <ul style="list-style-type: none"> <li>i) Early warning and support systems for drop-out prevention such as mentoring, advisories, freshmen academies, after school programs, internships, dual enrollment, virtual learning etc.</li> <li>ii) Youth and Adults Transforming School Together</li> <li>iii) Linking Learning to Life</li> <li>iv) Big Picture Schools</li> </ul> </li> </ul> 5) Address gaps in policy and implement new rules where indicated to ensure the consistent provision of positive, supportive school climates <ul style="list-style-type: none"> <li>a) Finalize and implement rules related to use of Restraint and Seclusion in Vermont schools</li> </ul>
	Potential Targets: 1) Raised levels of attendance, retention, engagement and achievement among Vermont learners 2) Reduced rates of discipline, bullying, harassment, and drop out 3) Increased level of understanding and competency among educators and administrators in creating and sustaining positive, proactive, supportive environments for all learners

<b>Goal III – Strategy 5:</b>	2010	2011	2012	2013 – 2014
Work to engage students, families, businesses and communities as catalysts, advocates,	1) Using Frameworks Institute Message memo on Survey of Public Perception of Education, develop and implement a communications plan for the strategic plan and state education goals 2) Survey beliefs and attitudes about Education Transformation <ul style="list-style-type: none"> <li>a) Publish Op Ed pieces to promote message</li> <li>b) Support and Publicize Existing Examples (e.g. YATST, Big Picture, Linking Learning to</li> </ul>			

and contributors to the transformed learning culture.	Life) c) Conduct public forums, family and student focus groups d) Support service learning efforts e) Solicit voices of students who are disengaging f) Business community – what do they need in the next five years, what specific skills, where and how develop skills 3) Conduct branding and marketing focus groups across the state – incorporate presentations for school boards, legislators, etc. by students and educators implementing transformative strategies currently 4) Update the DOE website to be more user friendly and with access to state and national resources related to education transformation 5) Continue to support and publicly profile efforts that emphasize student engagement and community and family support	
	Potential Targets: 1) Increased public awareness and support for education transformation agenda 2) Improved communication strategies	

<b>Goal III – Strategy 6:</b>	2010	2011	2012	2013 – 2014
Work with schools and partners to implement individualized learning approaches, personalized learning goals, plans and assessments that provide a contextualized learning experience for each learner.		1) Using existing bodies of work such as the Common Core College and Career Readiness standards, Career and Technical Education standards, Vermont's Framework, Accuplacer Test requirements, Partnership for 21 <sup>st</sup> Century Skills framework, and Business and Workforce expectations, redefine Vermont graduation requirements and related learning expectations. a) Incorporate currently defined New England Secondary School Consortium policy priorities: i) Providing competency based graduation expectations ii) Providing equitable access for all students to reach those expectations through multiple pathways		

		<ul style="list-style-type: none"> <li>iii) Ensure state and local accountability for implementation of revised expectations PK-16 and providing supports for school boards and educators to implement including revision of teaching structures, student advancement and grading practices,</li> <li>2) Identify the full range of Expectations for Vermont Students to be career and college ready</li> </ul>	
		<ul style="list-style-type: none"> <li>3) Revise/Redevelop Vermont's Framework to communicate those expectations</li> <li>4) Define additional competency standards specific to a student's individual path, i.e. construction technology; engineering; music performance</li> </ul>	
		<ul style="list-style-type: none"> <li>5) Define additional content knowledge and pedagogical skills for effective instructional practice specific to individualization (e.g. using technology for distance learning, adaptive testing, partnering with community to support independent study and service learning)               <ul style="list-style-type: none"> <li>a) Incorporate in revised educator standards for preparation, licensure, professional learning, induction, mentoring and evaluation</li> </ul> </li> <li>6) Incorporate these skills and standards in work defined in goals 1, 2 and 3 above</li> <li>7) Collect and disseminate effective models for individualized learning approaches, personalized learning goals, plans and assessments that provide a contextualized learning</li> </ul>	<ul style="list-style-type: none"> <li>8) Expand on the ILC system described above to include resources for learning and sharing best practice on individualized learning approaches</li> <li>9) Work with key stakeholders to develop guidance on the critical elements of an effective model and frame considerations such as special education requirements, that must be</li> </ul>

		experience for each learner	addressed 10) Identify regulatory, statutory and contractual barriers if any, to fully implementing this strategy and work with stakeholders to resolve as necessary 11) Use Goal 3 Strategy 5 above to showcase programs/schools that exemplify this work
	Potential Targets: 1) Increased levels of student engagement 2) Increased preparation for college and careers		

**Goal IV:**

PK-16 Partnerships: PK -16 education partnerships facilitate improved student success, by strengthening kindergarten readiness, increasing student engagement and relevance in K-12 education, and improving postsecondary aspiration, continuation and completion rates for all learners.

<b>Goal IV – Strategy 1:</b>	2010	2011	2012	2013 – 2014
Participate in the formation and development of the PK-16 Partnership.		1) Identify all DOE personnel on a PK-16 continuum of support and technical assistance 2) Align year one goals and strategies of the PK-16 Council with VT DOE Implementation Steps 3) Create communication strategies to inform VT DOE staff and the public education system of the Council strategies 4) Integrate Council goals and strategies as appropriate into the Departments plan for school transformation 5) Identify resources to support the Council's mission		6) Create internal support mechanisms (project teams, focus groups) to provide assistance and support to the Council's mission 7) Identify financial resources from at the DOE or other sources to provide sustainability of the Council and their strategies
	Potential Targets: 1) Increased coordination and communication across the state education system 2) Consistency of goals and efforts across the PK-16 continuum			

<b>Goal IV – Strategy 2:</b>	2010	2011	2012	2013 – 2014
Promote and support effective use of data to inform decision making and guide and evaluate instructional practice.		1) As part of state-wide system of support, provide regular public reporting on key indicators defined in Goal I and targets defined for each of the goals 2) Provide statewide access for educators and administrators to training and development on the use of data to inform decision making and guide instructional practice through regional ESAs 3) Redesign DOE website to provide more user-friendly reports on data collected by the DOE. 4) DOE and SBE uses data consistently to inform planning, policy changes and actions 5) Continue to develop and leverage tools and technology to facilitate effective use of high quality information on learner outcomes, learning conditions, and educator effectiveness 6) Partner with institutions of higher education; family support organizations; educator, principal,		



		superintendent and school board associations; business associations; other state agencies; ESAs; and school districts in sharing data and outcomes for the purposes of informing the needs of the educational system in supporting the high quality education outcomes defined in Goal I and targets developed throughout
	Potential Targets: 1) Increased educator effectiveness and resulting student achievement 2) Closing of achievement gap for students who live in poverty, with disabilities, and English language learners	

<b>Goal IV – Strategy 3:</b>	2010	2011	2012	2013 – 2014
Support early childhood education efforts.		1) Move to web-based reporting for current progress tracking systems (e.g. Work Sampling System and Creative Curriculum Developmental Continuum.) a) Define, collect and analyze appropriate child progress data to evaluate the impact of prekindergarten education b) Work with partners from the Department for Children and Families, Health Department, Building Bright Futures State Council, and the Business Round Table to build a connected data system for children 0-6 years of age 2) Collaborate with the Department for Children and Families, parent and family organizations around the state, and Head Start to provide training and technical assistance to pre-K programs on the new assessment tool (Teaching Strategies GOLD) that will replace CCDC 3) Work with the PK-16 Council to identify key strategies for supporting early education efforts 4) Support school districts seeking to implement a PK-3 approach to early education 5) Work with public and private partners to increase families' access to pre-K programs		6) Provide training and technical assistance to pre-K programs on Teaching Strategies GOLD 7) Use child progress data to a) identify effective pre-K programs and practices and support them b) identify ineffective programs and practices and work with DCF to provide technical assistance to improve the programs
	Potential Targets: 1) Continuously improve the quality of prekindergarten education programs offered through schools and in partnership with private			

	providers and Head Start 2) Continuously improve kindergarten readiness for Vermont learners 3) Increase access to prekindergarten education opportunities for Vermont children and families
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<b>Goal IV – Strategy 4:</b>	2010	2011	2012	2013 – 2014
Collaborate with higher education and appropriate partners to improve college and career readiness through such programs as dual enrollment, technical training, early college enrollment for high school credit, virtual learning, and Science Technology Engineering and Mathematics (STEM) opportunities, and multiple pathways to graduation.		1) Identify existing models and support further development of innovative, research-based models of flexible instructional elements and pathways in schools. These models will reflect the following design elements: a) Address high-need, at-risk students, traditionally underrepresented among college-going populations b) Focus on comprehensive, school and district wide improvement or targeted student interventions c) Set high expectations for student performance d) Establish strong relationships among students with staff to strengthen student engagement within the school environment e) Emphasize development of critical thinking skills tied to challenging applications and real world project based learning f) Create a college-going culture beginning at early grade levels g) Establish partnerships between school districts and institutions of higher education to foster curricular alignment and encourage seamless transitions to college h) Encourage acquisition of knowledge and skills necessary to succeed in college. (e.g. CCV's Introduction to College Studies) i) Encourage attainment of college credit prior to HS completion j) Support the use of competency based learning		13) Identify scalable strategies to expand the implementation of flexible pathways 14) Support opportunities to create models for accountability systems for 21st century skill attainment 15) Strengthen support systems to enhance student success 16) Expand leadership capacity in schools

		<ul style="list-style-type: none"> <li>k) Provide student support mechanisms, such as counseling, accelerated instruction, and tutoring for students to succeed in an environment of high expectations</li> <li>l) Incorporate currently defined New England Secondary School Consortium policy priorities: <ul style="list-style-type: none"> <li>i) Providing competency based graduation expectations</li> <li>ii) Providing equitable access for all students to reach those expectations through multiple pathways</li> <li>iii) Ensure state and local accountability for implementation of revised expectations K-12 and providing supports for school boards and educators to implement including revision of teaching structures, student advancement and grading practices</li> </ul> </li> <li>12) Implement primary College and Career Readiness standards and assessment methodologies to measure attainment of these standards – See goal 2 above</li> <li>13) Implement relevant assessments (i.e. Accuplacer, WorkKeys) to help students know early on in their high school experience the strengths and challenges they face in preparing for college and careers</li> <li>14) Convene stakeholder group to use the experience of students, families, high school and career and technical education educators, higher education, workforce development, businesses and community leaders, State agencies (DOE, DOL, AHS, Corrections), legislators, and Governor's administration; to identify VT Skills necessary for success in the 21st century and ensure they are reflected in revised SQS – See Goal 3 – Strategy 6 above</li> </ul>	
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	<p>Potential Targets:</p> <ol style="list-style-type: none"> <li>1) Implementation of successful evidence based elements of innovative and flexible pathways</li> <li>2) Statewide system to support above</li> <li>3) Equitable access for educators and learners in using STEM (Science, Technology, Engineering, Mathematics integration) models</li> <li>4) Equitable access to dual enrollment and resulting credit benefits</li> <li>5) Viable transcript models to reflect flexible pathway learning and competency based graduation attainment</li> <li>6) Strengthened career guidance and college planning systems in schools – increasing participation in low engagement populations</li> <li>7) Equitable access for educators to related professional learning opportunities through strengthened statewide system of support including a comprehensive network of ESA's</li> </ol>
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**Goal V:**

Policy and Governance: State and local policy and governance facilitate attainment of the educational practices and student outcomes articulated in the Vision statement.

<b>Goal V – Strategy 1:</b>	2010	2011	2012	2013 – 2014
Define and implement an effective system for measuring and auditing the updated school quality standards and learning expectations at school, supervisory union and state levels.		1) During the revision process for School Quality Standards (SQS), define the following: <ol style="list-style-type: none"> <li>Roles and responsibilities for each area of the standards for schools, districts, supervisory unions, DOE, and State Board</li> <li>Methods of assessment for compliance with standards</li> <li>Identified DOE divisions by area of standard will:               <ol style="list-style-type: none"> <li>Define methods of assessment for compliance with standards</li> <li>Estimate cost and capacity implications related to SQS revised standards implementation and compliance with monitoring methods</li> <li>Oversee and administer assessment strategies</li> <li>Report compliance issues in each area of the standards on an annual basis</li> </ol> </li> </ol>		
	Potential Targets: <ol style="list-style-type: none"> <li>Defined methods for measuring and assessing revised standards will be completed in the same timeline as the proposed revised standards outlined in Goal 2 – Strategy 5 above – in time for the 2012 legislative session</li> <li>Timelines for implementing and monitoring revised SQS will be consistent with the timelines described in Goal 2 – Strategy 5 above</li> </ol>			

<b>Goal V – Strategy 2:</b>	2010	2011	2012	2013 – 2014
Promote and assist in the development of school district governance structures that serve	<ol style="list-style-type: none"> <li>Produce, amend, and evolve Act 153 RED Formation Template</li> <li>Produce, amend and evolve ACT 153 RED Tax Rate Template</li> <li>Provide technical assistance through attendance at public meetings</li> <li>Provide technical assistance through telephone support to superintendents and business managers</li> <li>Provide technical assistance through site visits as necessary, subject to capacity</li> </ol>			

to substantially improve education quality, expand learning options, increase education equity and improve overall efficiencies.	6) Define and implement public information communication strategies
	Potential Targets: 1) Majority of districts in state having 1500 students or more 2) Supervisory unions/districts in the state have implemented consistent curriculum across their union and provide consistent student support services directed from the Supervisory Union/District administrative level

Goal V – Strategy 3:	2010	2011	2012	2013 – 2014
Establish a statewide system of support for supervisory unions and schools to ensure each learner has equitable access to high-quality 21 <sup>st</sup> Century practices and environments.	1) Continue to work with the Center on Instruction and Improvement to complete the Vermont Statewide System of Support self assessment and communicate results when complete	2) Analyze and communicate the results of the field survey conducted as part of the above self assessment and use these results to inform future planning		
		3) Engage critical local, regional and national partners in strengthening Vermont's education system and closing gaps in the system		
	Potential Targets: 1) Learners have equitable access to high quality curriculum, instruction, positive and proactive supports, college enrollment, workforce preparation and 21 <sup>st</sup> century learning opportunities 2) Educators have equitable access to resources, professional learning opportunities, and relevant licensing, induction, mentoring, and evaluation systems to support their efforts			

Goal V – Strategy 4:	2010	2011	2012	2013 – 2014
Engage with local, state, and national partners to advocate for the Vermont	1) Continue to collaborate with Vermont education association leaders in moving Vermont's education goals forward 2) Engage practitioners in advising on major policy changes, innovations and systems implementation 3) Continue rural states collaboration to further Vermont education agenda at the national level 4) Continued participation in national and regional collaborations and associations 5) Continue to work closely with Vermont's legislative delegation to advocate for local education needs at a federal level			

Education Transformation agenda.	6) Continue to work closely with Vermont legislators to move key policy goals forward		
		7) Develop strong working relationship with new Governor's administration to advocate for education needs and goals	
	Potential Targets: 1) Implementation of SBE Strategic Plan 2) Influence over national agenda reflected in policies that support the needs of low population rural states like Vermont		

Goal V – Strategy 5:	2010	2011	2012	2013 – 2014
Identify potential federal, state and local resources to support the learning outcomes outlined in the strategic plan.		1) Identify and prioritize best practices to move defined goals forward toward desired outcomes – See Goal 3 – Strategy 1 2) Work with DOE staff to create unified vision of key best practices to be supported with available state and federal funds – See Goal 3 – Strategy 1 3) Organize grant review and disbursement process to highlight the use of funds in those ways where possible	4) Fully consolidate federal and state grants management system so that funds and related scopes of work can be reviewed at a local and state level to ensure funds and efforts complement one another in moving operational and primary learning objectives forward for students and educators	
	Potential Targets: 1) Increased effectiveness and focus in use of existing funds 2) Repurposing of existing funds to support education priorities 3) Accessing new resources to support innovation efforts			